



BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Patterns:

Dancing Patterns

We are going to follow a pattern while dancing! A pattern is an arrangement that repeats. The part of the pattern that repeats is called the core unit. This is an AB pattern. The core unit is toe/heel. It is the part that repeats.

Model the toe/heel pattern and always repeat its core three times. For example, show toe/heel, toe/heel, toe/heel to the children. Play music as you dance together while doing the pattern.

Can you describe the pattern?

More advanced patterns:

- clap/kick/kick (an ABB pattern)
- swing left arm/swing right arm/twirl/twirl (an ABCC pattern)

Pattern Strips

Sing with children the lyrics below to the tune of “Oh Dear, What Can the Matter Be?”

Oh dear, what can the pattern be?

(Repeat two more times.)

Let’s look at the pattern and see.

Display the first pattern strip: square/triangle, square/triangle, square/triangle

Can anyone describe the pattern?

Continue extending the pattern, square/triangle, but not directly on or under the pattern strip.

As I continue the pattern, I want everyone to say square/triangle.

Preview:

Tell children they will copy patterns (directly on top of pattern strips) during Hands-on Math Centers.

Day 2

Patterns:

Count and Move in Patterns

Let's count in a pattern!

In patterns of 4, count aloud from 1 to 20 or an appropriate number.

For example:

One (clap), two (clap), three (clap), four (hop), pause...

five (clap), six (clap), seven (clap), eight (hop), pause...

Continue to the desired number.

Listen and Copy:

We are going to make an AAB pattern!

Clap and jump 1 to 5 times in a pattern and invite children to clap with you.

For example:

One (clap), two (clap), three (jump) pause...

Four (clap), five (clap), six (jump), pause...

Seven (clap), eight (clap), nine (jump), pause...

Keep the pauses distinct.

Can anyone tell me what the pattern is?

(two claps, then one jump or AAB).

Patterns:

Dancing Patterns

We are going to follow a pattern while dancing! A pattern is an arrangement that repeats. The part of the pattern that repeats is called the core unit. This is an AB pattern. The core unit is toe/heel. It is the part that repeats.

Model the toe/heel pattern and always repeat its core three times so, for example, show toe/heel, toe/heel, toe/heel to children. Play music as you dance together while doing the pattern.

Can you describe the pattern?

More advanced patterns:

- clap/kick/kick
(an ABB pattern)
- swing left arm/swing right arm/twirl/twirl
(an ABCC pattern)

Pattern Strips:

(Positional Patterns)

Sing with children the lyrics below to the tune of “Oh Dear, What Can the Matter Be?”

*Oh dear, what can the pattern be?
(Repeat two more times.)*

*Let’s look at the pattern and see what
type of a pattern it is?*

Display the pattern strip vertical/vertical/horizontal using coffee stirrers.

This is an AAB pattern.

Continue extending the pattern vertical/vertical/horizontal pattern., but not directly on or under the pattern strip. Extend it off the pattern strip.

*Now, you are going to make your own
pattern using the coffee stirrers.*

Day 4

Numeracy/Patterns:

Listen and Copy

We are going to make an AAB pattern!

Clap and jump 1 to 5 times in a pattern and invite children to clap with you.

For example:

One (clap), two (clap), three (jump) pause...

Four (clap), five (clap), six (jump), pause...

Seven (clap), eight (clap), nine (jump), pause...

Keep the pauses distinct.

*Can anyone tell me what the pattern is
(two claps, then one jump or AAB).*

Stringing Beads

Display a string with an AB pattern. Model creating the AB pattern using beads of two different colors.

*I am going to make a pattern red/blue,
red/blue, red/blue; what comes next?
red/blue. The core unit of the pattern is
red/blue!*

Point to each core unit red/blue and repeat the pattern as necessary.

*Let's say the pattern together: red/blue,
red/blue, red/blue.*

If possible, repeat with an ABB pattern.

Day 5

Pattern Strips:

Sing with children the lyrics below to the tune of "Oh Dear, What Can the Matter Be?"

Oh dear, what can the pattern be?

(Repeat two more times.)

Let's look at the pattern and see.

Display the first pattern strip: skinny rhombus/triangle, skinny rhombus/triangle, skinny rhombus/triangle

Can anyone describe the pattern?

Continue extending the pattern, skinny rhombus/triangle, but not directly on or under the pattern strip. Extend it off the pattern strip.

As I continue the pattern, I want everyone to say skinny rhombus/triangle.

Preview:

Tell children they will copy patterns (directly on top of pattern strips) during Hands-on Math Centers.